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ABSTRACT

This paper presents materials from a workshop which explored the application of oral communication across the curriculum (OCXC) to enhance the learning of course content and the improvement of oral communication skills. Specifically, the paper aims to prepare participants to articulate the need for oral communication across the curriculum, understand the types of services offered through OCXC programs, implement program assessment methods, and explore interactive video resources and development in oral communication training. The paper contains the following sections: objectives for the workshop; an overview of OCXC programs in post secondary institutions; OCXC and learning of course content; OCXC and oral communication skill development; types of oral communication training offered through OCXC; communication-intensive courses; the oral communication lab; campus workshops; faculty retreats; developing instructional materials; training student tutors; administrative support; faculty support university-wide; departmental support; publicizing OCXC; the need for assessment; types of assessment; assessment results; interactive video instruction; and the need for a national clearinghouse for sharing instructional materials. The paper also contains an annotated bibliography, a description of Radford University's oral communication program, instructions for teaching Communication-Intensive (C-I) courses, a sponsorship application form for C-I courses, a C-I course activity, the oral communication component of a personal health course, a list of support facilities, a 'debating to learn' handout, a description of a faculty development retreat, information on student assistance, advice on planning and publicizing OCXC programs, 1 table of assessment data, information on interactive video, and some recommendations and observations. Forty-five references are attached. (PRA)

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SCA Short Course #6

October 31, 1991

ORAL COMMUNICATION ACROSS THE CURRICULUM: DESIGNING, IMPLEMENTING, AND ASSESSING A UNIVERSITY-WIDE PROGRAM

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I

PURPOSE

This workshop will explore the application of oral communication across the curriculum (OCXC) to enhance the learning of course content and the improvement of oral communication skills. Specifically, the workshop will prepare participants to (a) articulate the need for oral communication across the curriculum, (b) understand the types of services offered through OCXC programs, (c) implement program assessment methods, and (d) explore interactive video resources and development in oral communication training.

II

AGENDA

Introduction:
1) Objectives for the workshop
2) An overview of OCXC programs in post-secondary institutions

The Need:
1) OCXC and learning of course content
2) OCXC and oral communication skill development

The Solution:
1) Types of oral communication training offered through OCXC
2) Communication-intensive courses
3) The oral communication lab
4) Campus workshops
5) Faculty retreats
6) Developing instructional materials
7) Training student tutors
8) Administrative support
9) Faculty support university-wide
10) Departmental support
11) Publicizing OCXC

Assessment:
1) The need for assessment
2) Types of assessment
3) Assessment results

Looking to the Future:
1) Interactive video instruction
2) The need for a national clearinghouse for sharing instructional materials

THE NEED FOR ORAL COMMUNICATION TRAINING

Compiled by Dr. Michael Cronin

1. Cronin, M., & Glenn, P. (1988). The oral communication program: A funds for excellence proposal to the State Council of Higher Education for Virginia. Unpublished manuscript, Radford University, Radford, Virginia.

Since the time of Aristotle, scholars have stressed the importance of oral and written communication training as essential components of a liberal education. Students need fundamental skills which will help them adapt to various careers throughout their lives. President Derek Bok of Harvard contends that the most obvious skill needed "is the ability to communication orally and in writing with clarity and style." Recent research supports the importance of training in oral communication. Barker (1980) reports that the average adult spends 80 percent of his/her waking day communicating. Approximately 70 percent of that time is spent speaking or listening. Ernest L. Boyer, former U. S. Commissioner of Education, cites the November 1986 Carnegie study College: The Undergraduate Experience in America conclusion that "proficiency in the written and spoken word is the first prerequisite for an effective education."

2. Rubin, R. B. (1983). Conclusions. In R. B. Rubin (Ed.), Improving speaking and listening skills (pp. 85-99). San Francisco: Jossey-Bass.

Speaking and writing are message-sending skills, while listening and reading are message-receiving skills. As Wiemann and Backlund (1980, p. 197) conclude: "It is obvious that if any type of education is to be successful, students must possess minimal communication skills in order to receive, understand, and apply the substance of their lessons." No college education can be experienced fully without these basic communication skills.

3. Curtis, D. B., Winsor, J. L., & Stephens, R. D. (1989). National preferences in business and communication education. Communication Education, 38, 7-13.

From the results of this study, it appears that the skills most valued in the contemporary job-entry market are communication skills. The skills of oral communication (both interpersonal and public), listening, written communication, and the trait of enthusiasm are seen as the most important. It would appear to follow that university officials wishing to be of the greatest help to their graduates in finding employment would make sure that basic competencies in oral and written communication are developed. Courses in listening, interpersonal, and public

communication would form the basis of meeting the oral communication competencies.

4. Wolvin, A. D. (1983). Improving listening skills. In R. B. Rubin (Ed.). Improving speaking and listening skills (pp. 13-24). San Francisco: Jossey-Bass.

Much of the listening required of college students is comprehensive, since they must understand and retain large amounts of lecture information for purposes of future testing and recall. Because comprehensive listening is so inherent in the educational process, it makes sense to prepare students to be effective in this type of listening. Conaway (1982, p. 57) reveals that listening comprehension is a critical factor in the attrition and retention of college students: "Among the students who fail, deficient listening skills were a stronger factor than reading skills or academic aptitude."

5. Brummett, B. (1987). Assessment of competency in oral communication. Speech Placement Test Committee.

[A] list of oral communication competencies in speaking and listening has been proposed as essential to a good education by the College Board (1983):

> The ability to engage critically and constructively in the exchange of ideas, particularly during class discussions and conferences with instructors.
> The ability to answer and ask questions coherently and concisely and to follow spoken instructions.
> The ability to identify and comprehend the main and subordinate ideas in lectures and discussions, and to report accurately what others have said.
> The ability to conceive and develop ideas about a topic for the purpose of speaking to a group; to choose and organize related ideas; to present them clearly in Standard English; and to evaluate similar presentations by others.
> The ability to vary one's use of spoken language to suit different situations.

6. Steinfatt, T. M. (1986). Communication across the curriculum. Communication Quarterly, 34, 460-470.

In common with WAC, the theory behind communication across the curriculum holds that communication is too important to be taught in a single course, and that learning occurs best through the cognitive processes associated with message formation. Aside from communication majors, how much exposure to communication course content does the average undergraduate receive? In most universities, non-majors average at most one course in communication. What do average students take with them from this one course?

Usually, a little more in the way of communication knowledge and/or skills than they previously possessed. But the impression is given that communication is a portion of subject matter material like chemistry or economics, there for the choosing if one likes, but acceptable to ignore if one wishes. Communication is a subject matter area and some communication courses are like that. But communication is also the fundamental way of relating to other humans, the only means of contact between the isolated individual and the rest of humanity, past, present, and future. Communication is the way we interact with our families and our workgroups, and as such, CAC advocates argue, is too important to be left to a single course, or less, for the majority of undergraduates.

In addition, the cognitive act of message formation and the behavioral act of message delivery, whether through speech or writing, changes the way a student thinks about any issue, problem or topic area. Unless we view education as the learning of "facts," the act of creating and communicating a message is at the heart of the educational experience. It is one reason why teachers with new preparations learn so much more than their students do. The teachers create and deliver, and in most cases, the students do not.

7. Cronin, M., & Glenn, P. (1990a, June). Oral communication across the curriculum programs: Assessment, recommendations, and implications for the Speech Communication discipline. Paper presented at the meeting of the International Communication Association, Dublin.

In response to widespread calls for increased communication skills training for college students, several institutions have initiated programs in oral communication across the curriculum (see Weiss, 1988, for a review of start-up strategies for eight different programs). This movement parallels the more established writing across the curriculum emphasis. Both emphases came out of the "language across the curriculum" movement that began in Great Britain in the 1960s (Parker, 1985).

The rationale for an oral communication across the curriculum emphasis is discussed more fully elsewhere (Cronin & Glenn, 1990b; Hay, 1987; Roberts, 1983; Roberts, 1984; Steinfatt, 1986). Briefly, it may be summarized as follows: Business and education leaders nationwide have noted in recent years that college graduates do not possess adequate communication skills. Communication skills, written and oral, are best developed if emphasized in a variety of courses. Except for students majoring in communication, most undergraduates take at most one course emphasizing oral communication skills. Those students who take one oral communication course may have little or no

opportunity for additional structured practice with competent evaluation to reinforce the skills learned in that course. Furthermore, although active oral communication represents a fundamental mode of learning (Modaff & Hopper, 1984), it often is underrepresented in lecture-oriented college courses. Since "the act of creating and communicating a message is at the heart of the educational experience" (Steinfatt, 1986, p. 465), it is essential to improve the quality and expand the application of meaningful oral communication activities to enhance learning across the curriculum.

If designed and implemented appropriately, this strategy can provide students multiple opportunities to emphasize speaking and listening in a variety of content areas, with carefully designed assignments and constructive feedback. It can enhance learning in the classroom, as students take a more active role in mastering and communicating course content.

Although there are few such programs in existence at the college or university level and most of those are quite new, initial evaluations and assessments provide cause for optimism about the pedagogical value of this approach. The oldest communication across the curriculum program began at Central College, Iowa, in the mid-1970s. Faculty were trained in summer workshops in four communication skills: reading, writing, speaking, and listening. Speaking and writing centers were established for extracurricular assistance. Certain courses in the catalog were designated as emphasizing one of the four skills listed above.

A three-year study of one group of Central students indicates that 74% noticed a significant increase in their communication skills and attributed that increase to the skills program. Even more promising, 90% of the students indicated moderate or intense desire to continue improving their own skills (Roberts, 1983). It should be noted that this includes all four skill areas of reading, writing, speaking, and listening. Roberts reports that Central faculty perceive clear benefits from the program: increased knowledge about communication skills, confidence in teaching communication skills, and an increase in the "spirit of colleague-ship." Faculty who were trained in speaking at Central gave the same number of oral assignments as other instructors but were more likely to assist students in preparing speaking assignments.

Steinfatt describes a different approach in which communication modules are built into courses in the School of Management at Clarkson. In each case, a speech communication instructor works with the course instructor on designing, implementing, and evaluating the communication activities. The modules go well beyond basic oral

presentation and listening skills and include such topics as analysis of interpersonal communication in organizations and applied persuasion. In the absence of empirical data on outcomes, Steinfatt (1986) concludes:

> The Communication Program continues to grow and change at Clarkson. A complete evaluation of the program's effects will not be forthcoming for several years since it will be over a year before the first class to complete a full four years under the program graduates. As a preliminary assessment through objective evaluations of graduating seniors and MBA students, comments from visiting executives, and comments of supervisors of graduates, the program appears to be having a significant effect on the communication, and thus education, of Clarkson students. (p. 469)

St. Mary-of-the-Woods College in Indiana initiated a three-stage program including a speaking lab with video and audio recorders; a series of seminars to train faculty in communication theory, public speaking and listening; and the use of faculty trained in these seminars to conduct speech-emphasis courses across the curriculum. An interim evaluation of this program (Flint, 1986) revealed neither significant improvement in speaking skills nor significant reduction in communication apprehension. However, the sample size was deemed insufficient to warrant any definite conclusions. Furthermore, it is perhaps significant that St. Mary-of-the-Woods College has no existing major in speech communication.

At Hamline University, Minnesota, students must complete two "speaking-intensive" courses in areas other than speech to graduate. More than 95% of students report that a speaking-intensive format helps them learn course content. Over 90% believe that their own oral communication skills and those of other students improved through participation in these courses. Forthcoming attempts to assess graduating seniors' skill levels to determine impact of speaking-intensive courses may provide the first strong empirical data addressing the effectiveness of this kind of instruction (Palmerton, 1988).

Oral Communication Program

Radford University's newly established Oral Communication Program will help improve instruction and practice in oral communication skills for students throughout the university. Oral communication, like writing, is most effectively learned if it is an integral part of a student's experience in a variety of courses. Activities will help the university meet President Donald N. Dedmon's expressed goal of having every graduate of Radford exposed to communication skills and ideas throughout the curriculum.

Since the time of Aristotle, scholars have stressed the importance of oral and written communication training as essential components of a liberal education. Students need fundamental skills which will help them adapt to various careers throughout their lives. Increasingly, business and education professionals recognize the centrality of oral communication in everyday activities. Recent surveys of major employers reveal that the quality most sought in job applicants is proficiency in oral and written communication.

President Dedmon has said that "communication ability continues to be one skill which is nearly universally agreed upon as the most essential skill for the college graduate. Our university has the very real opportunity of being one of the first universities in the country to be able to proclaim with pride that our students — all of them — have had unusual, non-traditional opportunities to develop their communication skills."

The average adult spends 80 percent of the waking day communicating. Approximately 70 percent of that time is spent speaking or listening. Students are called on throughout their college years to give class presentations, work in groups and hold conferences with instructors.

With this increasing recognition of the importance of communication comes the knowledge that most students can benefit greatly from a conscious effort to improve their communication skills. Surveys show that the greatest fear among Americans, more than death or flying or taxes, is public speaking. Most people can significantly reduce their level of "speech fright" through professional guidance.

Individual success in professional and social endeavors often depends upon the ability to persuade others to one's point of view — yet few people have any formal training in this aspect of oral communication. The ability to work in decision-making groups is a vital part of our democratic society; yet most people have no specific skills training designed to aid in such a setting.

The best way to learn these skills is in the college classroom, and Radford's Department of Communication offers a well-rounded curriculum dealing with these areas. Yet the need for oral communication assistance among faculty and students is greater than resources available through departmental speech classes. Oral communication activities could be built into the curricular design of a number of different courses, yet faculty in these areas often are not trained in oral communication. Faculty and students should benefit enormously from assistance in incorporating oral communication activities across the curriculum.

The Program

The program is designed to help faculty, staff and students develop their oral communication skills and to help faculty incorporate oral communication activities to enhance learning throughout the curriculum. Faculty receive personalized training to improve their professional communication skills. Audio and visual training materials and computerized self-paced instructional packages are being developed for use by students and faculty.

The oral communication program serves the needs of students who want help with any of a variety of oral communication concerns. It is designed as an adjunct to, not a replacement for, the skills courses the Department of Communication offers.

The program furthers Radford's quest for excellence by working with faculty to make oral communication activities an integral part of courses throughout the university. Debates, reports, listening and group discussion represent some of the oral communication formats which can enhance the learning of any academic subject. In addition, increased use of these formats under the supervision of trained evaluators will improve students' overall effectiveness in oral communication.

Radford University

An evaluation of oral communication activities in communication-intensive courses was conducted by the Director of Student Assessment Programs at Radford University. Steven M. Culver's summary indicates the effectiveness of incorporating oral communication activities in courses throughout the curriculum.

Three hundred sixty-nine students from 10 courses responded to a questionnaire at the end of the 1989 Spring Semester asking them their opinion about the effectiveness of oral communication activities incorporated into the class. Responses to this questionnaire were overwhelmingly positive. For example, when asked for their overall evaluation of the oral communication activities, 28.2% marked EXCELLENT and 51.8% marked GOOD; less than 1% felt the activities were POOR and no student felt the activities were VERY POOR.

Most students (58.5%) liked participating in the activities and nearly 61% felt that the work in oral communication helped them improve their communication skills. These activities also seem to have translated into added learning in the course. Students (57.7%) felt that without the oral communication activities, they would have learned less. Eight of the students (2.2%) felt, however, that they would have learned more. When asked if they thought the course was better because of the inclusion of oral communication activities, 20.9% strongly agreed, 48.8% agreed, 15.4% were neutral, 6.2% disagreed, 1.6% strongly disagreed, and 8.5% did not supply an answer.

Services

Information-exchange forum

The primary purpose of the forum is to serve as a stimulus for idea exchange about the application of oral communication techniques in the classroom. The forum is designed to stimulate research, experimentation, assessment of results, debate and discussion about the strengths and weaknesses of using various oral communication techniques throughout the curriculum.

In addition, the program offers informational meetings, retreats, programs by campus experts and outside consultants, newsletters and other events to assist faculty in incorporating oral communication activities into their classrooms.

Oral Presentation Program

This program provides faculty and students information about preparing and giving oral presentations in a variety of settings. This includes coaching in audience analysis and adaptation, development of supporting materials, effective organization, using outlines, effective visual aids, adapting to the audience, and effective delivery.

Speech Fright Program

A major problem facing communicators is anxiety about speaking. There are a number of specific techniques available for self-instruction and professional assistance to manage this problem. Assistance activities include diagnosis of major behavioral indicators of speech fright, handouts on the effects of speech fright, diagnosis of major causal forces for an individual's speech fright, treatment to improve public speaking skills, and treatment to reduce anxiety unrelated to public speaking skills.

Listening Program

This comprehensive listening program includes: assessment of listening skills; handouts on topics including bad listening habits, types of non-listeners, suggestions for improving listening, and effects of poor listening; diagnosis of the major causes of listening problems; and training in specific skills (such as effective note-taking, accurate empathizing, paraphrasing, paraphrasing, anticipating major points, mentally recapitulating major points, identifying support material). In addition, the listening program offers training in nonverbal as well as verbal aspects of listening, and helps faculty develop student listening techniques to enhance classroom learning.

Debate Program

Students and faculty can receive training and advice on the use of debating techniques to enhance classroom learning. The OCP provides lectures, videotapes and handouts on debating techniques; helps faculty adapt debate formats to classroom learning activities; helps students (with instructor's permission) plan debating activities for the classroom; and assists course instructors in evaluation of classroom debates.

Small Group Communication Program

This program offers students training and education in principles and practices of communication in small groups. The staff analyzes group and individual behaviors in group discussions, provides handouts and suggested readings on key small group skills and helps students (with instructor's permission) plan small group presentations for the classroom. They also help faculty develop small group techniques to be used in the classroom and train groups or individuals in selected small group communication techniques such as leadership, agenda making, conflict resolution, followership, listening and decision making.

Communication Laboratory

A modern laboratory features videotaping rooms including both portable and permanently mounted cameras, plus monitors and playback units. Viewing rooms with one-way mirrors allow observation of activities. The laboratory houses a library of audio, video and print training materials. Eventually the lab will contain an instructor's station with individual consoles, each equipped with an audio recording and playback unit. Additional stations will house both a computer terminal and audio and video playback units.

The lab is located in Buchanan House on Adams Street next to Moffett Hall. Services are available from 9 a.m. to 1 p.m., Monday through Friday, or by appointment.

Additional Information

Services are available to Radford University students, faculty and staff.

Contact:
Dr. Michael Cronin, Director
Oral Communication Program
P.O. Box 5784
Radford University
Radford, VA 24142

Phone: (703) 831-5750

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Radford University
Office of Admissions
Radford, Virginia 24142

Fall, 1989

COMMUNICATION-INTENSIVE (C-I) COURSES

Non-speech faculty teaching C-I courses must receive sufficient training in oral communication to enable them to conduct meaningful oral communication activities in their classes. In addition to providing such training, OCXC personnel should:

1. Require a detailed application for OCXC sponsorship of C-I courses. This application should detail the oral communication activities and describe how they would be assigned, conducted, and evaluated. Only meaningful and educationally sound applications of oral communication activities should receive OCXC sponsorship.

2. Meet with C-I instructors to help them refine their proposed oral communication activities. Non-speech faculty may need help in such applications as developing assignments, training students in the oral communication skills necessary for the activity, conducting the oral communication activities in class, and evaluating the oral communication component of the activity.

3. Develop practical measures to ensure quality control of oral communication activities in C-I courses. This may entail conferences with C-I instructors, direct observations of class activities by OCXC personnel, review of videotapes of oral communication activities, written reports from C-I instructors, group meetings with C-I instructors to discuss outcomes of oral communication activities in their classes, and structured assessment.

4. Promote the identification of C-I courses in the college catalog and/or the schedule of classes. This allows students to identify classes using the C-I approach. It also provides a mechanism for designating the C-I courses taken by students on their official transcript. This could enhance the employability of students choosing additional training in oral communication with specific applications to their major (Curtis, Winsor, & Stephens, 1989).

5. Provide as much direct oral communication instruction to students in C-I courses as possible. Speech communication faculty may be willing to provide instruction to students in C-I courses or to assist students in C-I courses in preparing or rehearsing their oral communication assignments (given the permission of the C-I course instructor). Speech communication faculty may be willing to help evaluate the oral communication component of student activities in C-I courses. Clearly such direct involvement in C-I courses entails substantial demands on speech communication faculty and must be recognized and rewarded by the university. However, this consulting approach (Cronin & Grice, 1990) is the most pedagogically sound approach to OCXC since it ensures direct instruction in oral communication for students in C-I courses from speech communication faculty.

Radford University
College of Arts and Sciences
Department of Communication
Radford, Virginia 24142
The Oral Communication Program
(703) 831-5750

TO: Radford University Faculty

FROM: Mike Cronin MVC
Director, Oral Communication Program

DATE: February 8, 1991

RE: SPONSORSHIP OF ORAL COMMUNICATION-INTENSIVE COURSES, FALL 1991

Attached is an application for Oral Communication Program (OCP) sponsorship of an oral communication activity in your class(es) for **FALL SEMESTER 1991**. I invite you to become (or remain) involved with the OCP. Please submit your application by March 15, 1991.

The OCP began offering services for oral communication across the curriculum in January 1989. The OCP has sponsored between eleven and seventeen communication-intensive courses each semester since its inception.

Instructors requesting OCP support will be assigned a faculty member from the Communication Department who will assist in designing, implementing, and/or evaluating oral communication activities. The OCP offers you and your students services in oral presentations, debate, group discussion, listening, and dealing with speech fright. In addition, communication faculty are available to lecture in your classes and prepare handout materials instructing your students in communication performance. The OCP can arrange supervised in-class or outside-of-class videotaping of your students as they practice and/or present their assignments.

The success of oral communication-intensive courses has been documented in surveys conducted by Radford's Office of Student Assessment Programs. The majority of students in these courses reported that because of their participation in oral communication activities: (a) they learned more course content, (b) they improved their oral communication skills, and (c) the course was better than it would have been without the oral communication component.

If you have any questions about the OCP or oral communication-intensive courses, please contact me (X5750) or George Grice (X6189). Either of us will be delighted to talk with you. A VIDEOTAPED PRESENTATION "ORAL COMMUNICATION ACROSS THE CURRICULUM: A DESCRIPTION OF FOUR COMMUNICATION-INTENSIVE COURSES FROM VARIOUS ACADEMIC AREAS" MAY BE CHECKED OUT FROM THE OCP LIBRARY IN BUCHANAN HOUSE (X5750).

Encl: OCP C-I Course Application

If you are interested in seeking OCP sponsorship for an oral communication activity in your class(es) for the fall semester, 1991, please complete the application form below.

Name:_____Date:_____

Office Address:_____Department:_____

Office Phone:_____

Best times to reach you:_____

1. Class(es) involved/location:_____

   Meeting times:_____

2. Brief description of the oral communication activity planned:_____

   _____

   _____

   _____

3. Number of students in the class(es):_____

4. Brief description of the training/consultation assistance desired:

   a. For you (faculty):_____

   _____

   _____

   b. For your students:_____

   _____

   _____

   _____

5. When will the oral communication activity be conducted in your classes?_____

   _____

6. Approximate dates for training/consultation to prepare for the activity:

   a. For you (faculty):_____

   _____

   b. For your students: _____

   _____

7. OCP equipment/personnel services required to conduct this activity in your class. (i.e., videotape camera, play-back unit, camera operation, OCP assistance in evaluating the activity, etc.)

Send to: Dr. Mike Cronin, Director
Oral Communication Program
Box 5784
Phone: 831-5750

We will notify you by April 15, 1991 if we can provide OCP sponsorship for your proposal.

DEADLINE FOR APPLICATION: March 15, 1991

C-I COURSE ACTIVITY: ROLE-PLAYING OF PARENT-TEACHER CONFERENCES

I
Purpose of the Assignment

This activity is designed to improve preservice education students' communication skills in conducting teacher conferences with parents.

II
Implementation of the Assignment

Instruction

The Oral Communication Program (OCP), Bureau of Telecommunications staff, Clinical Faculty Program members, and the Director of Student Assessment Programs assisted in this activity.

Dr. Gwen Brown, Assistant Professor of Speech, conducted a seminar on the communication skills needed by teachers in conducting effective parent-teacher conferences. In addition, Dr. Brown provided a "live" critique of students as they role-played a parent-teacher conference scenario. Training tapes of these activities were produced and have been used in subsequent education courses.

Activity

Using OCP facilities, each student was videotaped role-playing the part of the teacher in scenarios developed by public school personnel. The following is a sample parent-teacher conference scenario:

(1) Student Information

"Debbie" is an eight year old third grade student. She has an average to high average ability score. Her work, however, is not up to her ability level. She is producing minimal grades and seems to be slightly withdrawn. She is a student who apparently needs extra help at home or perhaps needs a tutor.

(2) Parent Information

Debbie's mother is a single parent. She and Debbie's father are divorced. She is intelligent and tries the best she can to provide for Debbie. She works shift work and her sister keeps Debbie during the periods that the mother is working.

(3) Conference Situation

The task of the teacher is to try to explain to the mother that Debbie is not doing work which is equivalent or near to her ability level. The teacher also needs to try discreetly to find out if other factors outside the classroom could be affecting the lack of improvement in her studies.

The mother doesn't really seem to listen to what the teacher is saying. She instead wants to relate the particulars of her divorce from Debbie's father. The mother blames all of the problems Debbie is having on Debbie's father and his family. The teacher tries to bring the subject back to the point, which is Debbie's current school situation.

III
Evaluation of Assignment

The course instructor and the Clinical Faculty teachers critiqued each student's performance and provided suggestions for improvement.

The evaluation of the activity was overwhelmingly positive, receiving a positive student rating of 96%.

ORAL COMMUNICATION COMPONENT OF
HLCH 111: PERSONAL HEALTH

During this personal health class you will be part of a new Oral Communication Program emphasizing development of communication skills. There will be oral group presentations based on subtopics from the four following areas: stress, nutrition/weight control, drugs, and sex.

You will as individuals or as a group obtain assistance from the Oral Communication Program at Buchanan House from 9 a.m.-1 p.m. daily or phone 831-5750. Additionally, Mr. Rick Olsen (705E Clement Street, phone 831-5759) will assist groups with presentation formats and styles.

There will be 2 groups presenting on each topic. Students not presenting will evaluate those presentations and ask questions based upon a restatement of the presentation or a disagreement based on their topical readings.

Subareas to be considered for stress:

Biological stress	Cultural stress
Stress and disease	Stress responses
Psychological stress	Crowding
Work/school	Type A/B
Social support	Your stress point
Coping skills	Exercise
People	Disorganization
Laughter	

Subareas to be considered for nutrition/weight control:

Uses of vitamins	Myths vs. facts
Personality and food choice	Food additives
Sugar and salt controversy	Fast foods
Food and disease	National hunger
Ideal weight	Genetics and weight
Social eating	Diets
Exercise	Eating for health

Subareas to be considered for drugs:

Second-hand smoke	Smokeless tobacco
Quitting	Medicine
Avoidance	Abuse/control
Accident involvement	Need
Metabolism	Signs of
Use/nonuse	Caffeine

Subareas to be considered for sex:

Sex roles	Relationships
Responsibility	Sex problems
Marriage vs. alternatives	Divorce
Abortion	STD's
Myths vs. facts	Human sexual response
Lifestyle variation	Birth control
Birth	Parenting

Each group will be allowed 25 minutes for their presentation and each member will be allowed 1 sheet of paper for notes to assist in their presentation. Mr. Olsen will work with all presenters to explore styles.

All groups will videotape a practice session at Buchanan House prior to class in order to enhance their performance. The group will present a copy of the video to the instructor on presentation day.

Each presentation will have an introduction which will visualize the issue, a body of content, and a conclusion with a summary of what was said. All presenters will end with a summary and transition to the next presenter.

Your presentation will be graded on the following points:

* Organization - 8 points
  - preview major points in introduction
  - introduction captures attention
  - enumerates major points & uses transitions
  - summarizes points in conclusion
* Performance - 8 points
  - eye contact
  - voice
  - gestures
* Questions - 4 points
  - able to relate questions to correct aspect of presentation; able to separate opinion from fact or fiction; willing to admit to being unable to answer question.
* Creativity - 4 points
  - material relates to needs of audience; statistics (if used) adapted to audience; use of real or fictional situations to illustrate point; use of material in other courses showing decompartmentalization of learning.
* Planning - 4 points
  - keep within time, introduces members of group, passes topics to others.
* Total performance: 0-9 = poor, 10-19 = good, 20-28 = excellent

Possible format suggestions:

- Game show - Jeopardy, Wheel of Fortune, Family Feud
- Talk show - television (Oprah, Phil, Geraldo, Carson)
- Public service ads or educational information
- News - local/world (Meet the Press)
- Sitcom - television/radio
- Radio interview - NPR, Larry King, Tom Snyder
- Drama
- Cable health show
- Demonstrations
- Debate
- Musical songs

SUPPORT FACILITIES

To establish its own identity and to avoid interdepartmental rivalries, it may be desirable for an OCXC program to be located separate from the Speech Communication Department. This facility should include both traditional and nontraditional facilities to support its operations, such as:

1. Offices for program administrators and perhaps faculty receiving reassigned time to work with the program.

2. An office/reception area for a secretary and student assistants. This area is used to greet visitors and may also house the OCXC library.

3. A classroom permanently assigned to the OCXC to be used for meetings, workshops, and receptions. This classroom may also serve as a studio for videotaping presentations and programs.

4. An OCXC Lab including a computer room used for individualized, interactive video instruction and an equipment room with studio camera, camcorders, VCRs, videotape monitors, and other electronic paraphernalia.

5. Taping/performance rooms equipped with one-way mirrors for observation and unobtrusive videotaping.

6. A Peer Tutoring Lab staffed by graduate and senior speech majors who have studied tutoring and consulting skills. The Peer Tutoring Lab may use OCXC Lab facilities, the taping/performance rooms, and a small conference room for one-on-one consulting and coaching.

THE ORAL COMMUNICATION PROGRAM

PRESENTS

DEBATING TO LEARN

TITLE: THE USE OF DEBATE AS A MAJOR TEACHING/LEARNING TOOL IN COURSES OUTSIDE THE SPEECH MAJOR

DATE: OCTOBER 25, 1989 (WEDNESDAY)

PLACE: BUCHANAN HOUSE

TIME: 3:30 p.m. - 5:00 p.m.

****

Do you believe that you should provide more training in critical thinking in some of your courses?

Are you seeking teaching methods that may enhance student interest and involvement in your course(s)?

Would you like to enhance student motivation to research key topics in your course?

Are you searching for methods of instruction to enhance student learning and retention of class material?

Are you interested in learning how the Oral Communication Program (OCP) can help you train your students in debate?

PLEASE JOIN US

Professor Ellen Birx of the Nursing Department will explain how she uses debate in her graduate class in Theoretical Foundations in Nursing.

Dr. Howard Combs, Chairman of the Marketing Department, will explain how he uses debate to teach his undergraduate classes in Contemporary Issues in Marketing.

Dr. Michael Cronin of the Communication Department will discuss the services offered through the OCP in assisting faculty to use debating to learn.

Students from Dr. Combs class will provide their reactions to the use of debate as a teaching/learning tool.

ORAL COMMUNICATION ACROSS THE CURRICULUM

Faculty Development Retreat

Overview

Faculty members attending this retreat will learn how to use oral communication activities in their classes to improve student mastery of subject matter and provide students additional opportunities to practice oral communication skills. The retreat will cover both theoretical and practical considerations. It will be partly experiential, with participants preparing, presenting, and helping evaluate oral communication activities. Retreat facilitators will lead activities, including large group presentations, large and small group discussions, practice sessions, and one-on-one coaching.

Objectives

After completing this retreat, faculty members should be able to:

1. Discuss the importance of oral communication both as a teaching/learning tool and as a skill graduates need in their professional, civic, and social endeavors.

2. Discuss the need for additional oral communication skills activities in courses other than speech.

3. Discuss the benefits teachers gain from incorporating oral communication activities into their courses.

4. Design oral communication assignments to fit various courses.

5. Instruct students in preparing and presenting oral communication activities.

6. Prepare, present, and evaluate their own oral communication activities more effectively.

OCP Retreat
September 27-29, 1991
Schedule of Activities

FRIDAY		
3:00	p.m.	Gather at vans in Preston parking lot
3:30		Depart
5:30		Arrive & check in
6:00		Dinner
7:30		Opening session: Overview of the retreat Introduction of participants The case for OCXC A sampling of oral communication assignments in various courses Small groups: discussion of presentation topics
9:15		Free time, individual preparation of presentations
SATURDAY		
7:00	a.m.	Breakfast
9:00		What you & your students should know about listening
9:50		What you & your students should know about oral presentations
10:40		Break
11:00		What you & your students should know about debate
11:50		Lunch & free time
2:00	p.m.	What you & your students should know about small group discussion
2:50		Small groups: work on your presentations
3:45		Break
4:00		Group I: Debate
5:00		Free time
6:30		Dinner
7:30		Group II: Discussion
8:30		Free time
SUNDAY		
7:00	a.m.	Breakfast
8:30		Group III: Oral presentations
9:30		Group IV: Listening
10:30		Open forum, wrap up, and evaluation of retreat
11:30		Check out
12:00		Lunch
1:30	p.m.	Depart Pipestem

RADFORD UNIVERSITY

ORAL COMMUNICATION PROGRAM

BUCHANAN HOUSE
MONDAY-FRIDAY, 9:00a.m.-1:00p.m.
DIRECTOR: MICHAEL CRONIN
831-5750

CONDITIONS FOR ASSISTANCE

Oral Communication Program staff members may help students with general questions regarding oral communication and also specific assignments if a permission-referral form is signed by the instructor. The following guidelines will be observed:

1. Tutors may guide students as they explore assigned topics, and they may instruct students in strategies for generating thesis statements, for development and for organization. Tutors may not compose or organize any part of an oral presentation.

2. Tutors may help students by reviewing guidelines for oral communication skills, and they may identify areas needing improvement. However, they may not proofread presentations or correct errors.

3. In addition to the above limitations, a tutor's involvement in a student's work for a course will be restricted according to the stated wishes of the instructor as indicated on the permission-referral form.

RADFORD UNIVERSITY ORAL COMMUNICATION PROGRAM
PERMISSION-REFERRAL FORM

All of the information requested below must be supplied before Oral Communication Program staff members may work with a student on communication skills required for a course.

Semester_____ Year_____

Student's Name_____Signature_____

Campus Address_____ Phone_____

I.D.#_____

Major_____Class Rank: FR SO JR SR GR

Course and Instructor: If you have come to the Center for help with work in a particular course or at the recommendation of a particular professor, please note here the name of the instructor and the course._____

_____

Question or Problem: Please write here a brief description of the question or problem with which you would like the Oral Communication Program's help._____

_____

_____

_____

_____

The instructor must complete and sign the following directive before an Oral Communication Program staff member may assist the student with communication skills required for a course.

The above-named student has my permission to seek assistance for oral communication assignments in my course. (Please specify department and course number):_____

The student particularly needs to work on the following communication problems (Please indicate specific areas on which tutoring should concentrate):_____

_____

_____

In addition to the conditions printed on the previous page, I wish to provide the following limitations on assistance:_____

_____

_____

_____

I understand that the nature of the help the student receives will conform with the conditions stated on this form and with any conditions indicated in my directive above.

_____
(Instructor's signature)

☐ I wish to receive regular reports on the student's progress in the Oral Communication Program.

_____
(Box number)

PLANNING OCXC:
QUESTIONS FOR VARIOUS CONSTITUENCIES

Administrators

Do they realize what an OCXC program requires and can they provide adequate support for the program? Do they intend to use OCXC to meet accreditation requirements and, if so, what role do speech courses play in accreditation strategies? Are they committed to promoting OCXC throughout the university and devising appropriate rewards for participating faculty? Do they really support efforts to improve teaching/learning and, if so, how is OCXC participation weighted on standards for faculty evaluation?

Non-Speech Faculty Throughout the University

Are they committed to using oral communication to enhance learning of course content? Do they recognize that they can and should play a role in enhancing the oral communication skills of students in their courses? Are they interested in exploring ways to improve the teaching/learning process even if it requires modification of their teaching techniques and reduced coverage of course content? Are they willing to attend training sessions to learn oral communication skills and applications appropriate to their courses? How will they evaluate students' oral communication activities in their courses?

Speech Communication Faculty

Do they accept the pedagogical value of OCXC? Are they willing and able to provide training to non-speech faculty (and perhaps students) in the design, implementation, and evaluation of OCXC? Do they perceive OCXC as a threat to continued (or expanded) support of speech courses at the university? Do they recognize potential benefits such as increased research opportunities, improved cross-disciplinary instruction, and enhanced departmental credibility from their participation in OCXC?

Students

Are they interested in improving their oral communication skills? Are they interested in promoting more active learning techniques throughout the university? What reservations do they have about the inclusion of additional oral communication activities in non-speech courses (e.g., communication apprehension)?

PUBLICIZING OCXC

To be successful an OCXC program must actively involve the four audiences targeted in the planning stage: administrators, university-wide faculty, speech communication faculty, and students. Initially, a high-visibility publicity strategy is essential to announce the program, explain its objectives, generate interest, and secure participation. It is also important that publicity be on-going to maintain interest and involve new faculty. The best informational strategy combines printed publicity, group meetings, and one-on-one interaction. Publicity outlets available to OCXC programs include:

1. A fact sheet describing the program and its services.

2. Open houses familiarizing interested faculty, administrators, and students with the services, facilities, and staff of the OCXC program.

3. Meetings with faculty giving OCXC personnel an opportunity to explain the program and outline ways to participate. Faculty members who teach communication-intensive (C-I) classes can share their experiences with their colleagues. An OCXC staff member can meet with faculty at their departmental meetings to discuss how they can become involved in the program.

4. A newsletter featuring recent OCXC activities, announcing upcoming events, and including testimonials of faculty participating in the program.

5. Fliers reminding faculty of the opportunity to participate in C-I courses and/or to encourage their students to use the OCXC lab.

6. Presentations by student tutors to classes describing services available in the OCXC lab. This peer relationship often encourages students to seek assistance in improving their oral communication skills.

7. Promotion by administrators providing incentives for faculty involvement in the program. Faculty who feel that their efforts will be recognized and rewarded by their superiors are much more likely to participate in OCXC activities.

In addition to all of the above, traditional faculty and student news outlets, such as faculty newsletters and the student newspaper, provide on-going information about the program and increase program visibility.

TABLE 1
ORAL COMMUNICATION PROGRAM EVALUATIONS
SPRING 1989, FALL 1989, SPRING 1990 AND TOTAL

Item RESPONSE CHOICE	SPRING 1989 NO. OF STDNTS/%	FALL 1989 NO. OF STDNTS/%	SPRING 1990 NO. OF STDNTS/%	TOTAL NO. OF STDNTS/%
1. Overall evaluation of oral communication activities.				
EXCELLENT	104/30%	99/34%	79/24%	282/29%
GOOD	191/56%	154/53%	175/53%	520/54%
FAIR	45/13%	34/12%	63/19%	142/15%
POOR	3/ 1%	1/---	11/ 3%	15/ 1%
VERY POOR	---	3/ 1%	---	3/ 1%
2. Without oral communication activities, I would have learned:				
MORE	8/ 2%	3/ 1%	5/ 2%	16/ 2%
ABOUT THE SAME	118/35%	69/24%	110/33%	297/31%
LESS	213/63%	218/75%	212/64%	643/67%
3. Oral communication should not be used again in this course.				
STRONGLY AGREE	6/ 2%	3/ 1%	5/ 2%	14/ 1%
AGREE	7/ 2%	11/ 4%	11/ 3%	29/ 3%
NEUTRAL	46/13%	21/ 7%	48/15%	115/12%
DISAGREE	149/44%	105/36%	147/45%	401/42%
STRONGLY DISAGREE	134/39%	152/52%	119/36%	405/42%
4. Oral communication activities have helped me improve my communication skills.				
STRONGLY AGREE	59/17%	58/20%	45/14%	162/17%
AGREE	165/48%	154/53%	161/49%	480/50%
NEUTRAL	82/24%	57/20%	92/28%	231/24%
DISAGREE	32/ 9%	20/ 7%	26/ 8%	78/ 8%
STRONGLY DISAGREE	4/ 1%	3/ 1%	6/ 2%	13/ 1%
5. Feelings on participation in oral communication activities.				
LIKED	216/63%	208/71%	205/62%	629/65%
NEUTRAL	105/31%	72/25%	100/30%	277/29%
DISLIKED	21/ 6%	12/ 4%	23/ 7%	56/ 6%
6. I think this course is better because of the inclusion of oral communication activities.				
STRONGLY AGREE	77/22%	84/29%	65/20%	226/23%
AGREE	180/52%	144/49%	162/49%	486/50%
NEUTRAL	57/17%	43/15%	66/20%	166/17%
DISAGREE	23/ 7%	13/ 5%	24/ 7%	60/6%
STRONGLY DISAGREE	6/ 2%	7/ 2%	12/ 4%	25/3%

Interactive Video Instruction (IVI) in Oral Communication

What is IVI?

In IVI a computer enables a user to interact with any combination of videotape, film, slide, graphic, and text materials. In most cases, participants can view a segment of the program and respond to it. Based on that response, appropriate video/textual information is provided. Most IVI is designed to provide individualized self-paced instruction. Rapid access to information is available based on the participant's demonstrated understanding or expressed preference. Although levels of interactivity vary, well-designed IVI can adapt to the user's knowledge, ability, or interest by branching to remedial material, more advanced material, or additional examples in response to the student's input (Gayeski & Williams, 1985).

IVI helps students become dynamically involved in learning. Instead of passively reading or listening, the interactive video user must actively respond to the program. Well-designed IVI provides practice, feedback, repetition, motivation, and exposure to multisensory information. This method of instruction can also stimulate interaction and collaborative learning among students as they work together on a program (Chang, 1989; Cockayne, 1990; Dalton, 1990; Dalton, Hannafin, & Hooper, 1989; Noell & Carnine, 1989).

The computer can record the user's response and response time for many embedded activities and questions, allowing evaluators to determine the success of students in using the interactive program. This feature opens "avenues for behavioral research and psychological assessment through the introduction of less obtrusive measures, more vivid nonverbal stimuli, and adaptive, individualized testing" (Gayeski & Williams, 1985, p. 144).

Who Uses IVI?

Educational institutions currently use IVI for selective instructional purposes in art, business, computer science, educational studies, foreign languages, health, history, law, library studies, mathematics, medicine, music, nursing, physical education, psychology, reading, recreation and leisure services, science, social work, sociology, special education, vocational education, writing, and *oral communication.*

Does IVI Work?

Although methodological weaknesses must be considered in interpreting results, it appears that properly designed IVI can be *as or more effective* in teaching human relations skills than conventional instruction across a variety of educational settings, objectives, and student

characteristics. There is a compelling case for incorporating IVI as a component of instructional delivery systems in speech communication instruction. The House Committee on Education and Labor of the U.S. Congress requested the Office of Technology Assessment to conduct a comprehensive analysis of the potential of interactive learning tools for improving the quality of education. The Office of Technology Assessment (1988) concluded that (a) interactive technologies have such potential and have already demonstrated important benefits in both the improvement of basic skills and the acquisition of knowledge and (b) interactive simulation programs have proven effective in teaching principles and skills in both the physical and social sciences.

Human relations skills such as leadership, interviewing, supervision, negotiation, and communication training "have been successfully taught using the technology" (DeBloois, 1988, p. 100). Skill training often involves higher levels of discrimination and concept learning along with psychomotor skill development. DeBloois concluded that IVI is superior to many traditional approaches in providing skill training. Kearsley and Frost reported that IVI "is a highly effective instructional medium across all types of educational and training applications. Typically, students who learn via interactive video achieve better test scores with less training time required" (1985, p. 4).

Cronin and Cronin (1991) reviewed 34 recent empirical studies of the effects of IVI on learning in applications using pedagogical approaches similar to those used in speech communication. Significant improvements in cognition or performance associated with IVI were identified in reading, management skills, study skills, teaching skills, interpersonal skills, organization and analysis of data, logical reasoning, sales training, production of TV graphic effects, photography skills, computer literacy, and group dynamics. *The results of these studies warrant the investigation of the instructional and learning outcomes of IVI in speech communication education.*

Platforms for OCP Interactive Video Instructional Modules

I. Mac Platform

Item	Approximate Price (1991)	Vendor
Macintosh II computer (Mac IIci recommended)	$4,600 (includes monitor item #699-2030)	Apple Computer, Inc. 20525 Mariani Avenue Cupertino, CA 95014 1 (408) 996-1010
Sony LDP-1550	$1,331	Sony Corp. of America Park Ridge, NJ 07656 1 (800) 877-SONY
Sony PVM-1380	$ 327	Sony Corp. of America Park Ridge, NJ 07656 1 (800) 877-SONY
Interface cable (VB-103CA)	$ 100	TeleRobotics International 7325 Oak Ridge Hwy. Knoxville, TN 37921 1 (615) 890-5600

Total = $6,358

Note: The Mac IIsi is approximately $1,200 cheaper and can be substituted for the Mac IIci. However, this substitution will result in a decrease in performance (increased lag time).

II. MS-DOS Platform

Item	Approximate Price (1991)	Vendor
MS-DOS AT level compatible computer (order an AT computer which includes a VGA graphics adapter and compatible monitor, a high density disk drive, and an RS-232c serial port. A hard disk drive is recommended.)	$1,400-1,900	Gateway 2000 610 Gateway Drive N. Souix City, SD 57094 1 (800) 523-2000 or Dell Computer Corp. 9505 Arboretum Blvd. Austin, TX 78759 1 (800) 288-1460
Sony LDP-1550 Sony PVM-1380 Interface cable (from RS-232c to Sony LDP-1550)	$1,331 $ 327 $ 50	Sony Corp. of America Park Ridge, NJ 07656 1 (800) 877-SONY

IVI Modules Available from the Oral Communication Program

TITLE	DATE AVAILABLE
Coping with Speech Fright	June, 1991
Developing Key Ideas: the 4 S's	June, 1991
Preparing a Speaking Outline	October, 1991
Using a Speaking Outline	November, 1991
Improving Critical Thinking: Using Debate to Enhance Learning	February, 1992
Effective Listening	May, 1992
Effective Introductions in Public Speaking	May, 1992
Effective Conclusions in Public Speaking	June, 1992

For further information contact:

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RECOMMENDATIONS AND OBSERVATIONS

From: Cronin, M., & Glenn, P. (1990, June). Oral communication across the curriculum programs: assessment, recommendations, and implications for the Speech Communication discipline. Paper presented at the meeting of the International Communication Association, Dublin, Ireland.

Based on Radford's two years of operation and review of other OCPs, the authors offer the following recommendations:

1. Provide reassigned time for communication faculty serving as program coordinators and as consultants to communication-intensive courses. Reliance on voluntary service cannot ensure program stability over a number of years.

2. Develop and establish a clearing house to share self-paced instructional materials in order to serve increased numbers of clients without major expansions in staff.

3. Conduct major persuasive efforts on a continuing basis to obtain and maintain support for the program from communication faculty, faculty university-wide, and the administration.

4. Provide careful assessment of all major activities. While faculty and student self-report data regarding the value of OCPs are useful, less reactive measures should be employed to assess skills improvement. Empirical research is needed regarding the immediate and long-term effects of OCPs on course content learning and oral communication skill development.

5. Provide quality control over communication-intensive courses. Requiring detailed proposals from communication-intensive course instructors helps ensure adequate communication emphasis. Following the screening of applications, the OCP staff must carefully match consultants with communication-intensive course instructors, taking into consideration areas of expertise needed and individual communication styles. The communication consultant and the course instructor should meet to enable a detailed discussion of the oral communication aspects of the course. These meetings, at Radford, often result in additional oral communication activities being incorporated into the course and a refinement of communication activities planned as well as improved evaluation procedures for oral communication activities.

6. Maintain ongoing efforts to secure funding from both public and private agencies. Roberts argues that grant support "is not a necessity for the success of similar ventures at other institutions" (1983, p. 56). The authors strongly disagree with

this position. Quality programs of this type require substantial funding which the institution is not likely to have available. Costs may run high for facilities, workshops, retreats, consultants, additional equipment, reassigned time for faculty, and the development and purchase of instructional materials. The fact that all institutions with oral communication across the curriculum programs have received "substantial assistance" (Weiss, 1988, p. 5) from grants reinforces this point (it should be noted that Clarkson, the one institution that did not receive a grant for an oral communication program, received grants from GM and AT & T for projects related to the program). The authors suggest working closely with the institutional grants office (if available) to prepare and target such requests for support (see Cronin & Glenn, 1990b, for an example of a grant proposal that secured over $172,000 for the 1988-1990 biennium).

Implications for the Speech Communication Discipline

The oral communication across the curriculum movement carries several implications for the Speech Communication discipline. First, and most important, if such programs achieve their stated objectives, this approach may provide real and lasting benefits to students, both in oral communication skills improvement and in mastery of course content in various areas. The Speech Communication discipline can play a major role in fostering such outcomes throughout the university and in promoting the continued oral communication education of students after they leave speech classes. Whatever their drawbacks, if oral communication programs can help achieve this, they will hold some value. However, such learning outcomes remain difficult to demonstrate empirically, and harder still to link causally to one intervention such as revamping a course outside the discipline to include more oral communication emphasis.

Second, successful oral communication programs may create additional demand for speech communication courses, as students in other disciplines become intrigued by the study of human communication. In some colleges and universities high demand is a "good" problem, possibly leading to increased funding for faculty positions, classroom space, equipment, etc. However, in situations where additional resources are not provided, increased demand may be the last problem speech communication faculty wish to confront. In short, oral communication programs may provide a means for enhancing departmental resources; alternatively, they can prove a drain on already-limited resources if not planned and controlled carefully.

Third, oral communication programs offer new opportunities for speech faculty--in service to colleagues, in consulting with other professional or educational audiences, in development of new teaching tools and in related research. Yet, such programs clearly require investment of time and energies in primarily a service capacity. This increased service commitment may not meet the individual interests of many speech faculty members and may

not be sufficiently rewarded in the tenure and promotion structure of some colleges and universities.

Finally, oral communication across the curriculum programs help students, faculty in other disciplines, administrators, and funding agents become more aware of the value and academic credibility of the Speech Communication discipline as they undergo direct training or observe the importance of oral communication activities for skills improvement and learning. Credibility-enhancement may prove valuable given the relatively late emergence of speech communication as a separate academic field. However, this credibility may develop based on the perception that speech communication is a service discipline primarily concerned with improvement of speaking and listening skills. At its worst, this perception could contribute to old and dangerous stereotypes about our field being content-less, offering performance skills that can be applied to areas which have a body of knowledge. Clearly, speaking and listening skills training is central to what we do; but it is not all we do, and we must educate people outside the discipline about the range of teaching and research interests pursued within departments of speech communication. Programs in oral communication across the curriculum may stimulate dialogue with others about these issues.

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